DOCUMENT RESUME

ED 056 030 TE 002 631

AUTHOR	Scannell, William J., Ed.
TITLE	Recommended English Curriculum Guides K-12 and Criteria for Planning and Evaluation.
INSTITUTION	National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Nov 71
NOTE	32p.
AVAILABLE FROM	NCTE/ERIC, 1111 Kenyon Road, Urbana, Illinois 61801 (free, single copies, limited supply)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; *Curriculum Guides; *Elementary Education; *English Curriculum; *Secondary Education
IDENTIFIERS	National Council of Teachers of English; NCTE

ABSTRACT

The first part of this two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides. The purpose of this list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is a cumulative one selected from guides reviewed and recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English (NCTE) since January 1968. The second part of this document contains evaluation criteria established by the NCTE committee for the following purposes: (1) to serve as a tool with which to evaluate the curriculum guides, (2) to give school curriculum committees an instrument for planning curriculum or revising their curriculum guides, (3) to apply to many different content emphases within the field of the English language studies along with variations in organization and methodology. Each criterion is accompanied by an annotation. (CK)

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English Curriculum Guides K-12

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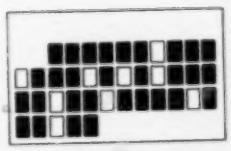

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RECOMMENDED ENGLISH CURRICULUM GUIDES K-12*

AND

CRITERIA FOR PLANNING AND EVALUATION

Edited by
William J. Scannell

for the Committee on Curriculum Bulletins of the
National Council of Teachers of English

LB 1576 .N31
no. 002

November 1971

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Knowledge is of two kinds: we know of a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

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INTRODUCTION

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee.

The list this year is a cumulative one selected from guides reviewed and recommended by the Committee since January 1968. Because few specific guides were solicited by the Committee and some excellent guides are now out of print, being revised, or otherwise unavailable, it must be recognized that the selection printed here is not necessarily representative.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Materials Associate, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, discuss the review and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes about eight to twelve weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE.

A guide which is prefixed by an asterisk is available on microfiche (a 4" x 6" microfilm card displaying up to 60 pages of text in micro-image) at $0.65 per title, regardless of the number of microfiche needed to reproduce the entire text of the document, or hard copy (a photographically-reproduced paper booklet) priced at $3.29 for every 100 pages of text in the original document and may be ordered from the ERIC Document Reproduction Service (EDRS). Abbreviations in the bibliographic citations for each document are "MF" for michrofiche, "HC" for hard copy. Thus "EDRS: MF-$0.65, HC-$3.29" means that the document can be purchased from EDRS on microfiche for $0.65 or in a photographically-reproduced booklet for $3.29. These asterisked guides, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education. (See Appendix II for ordering information on guides available from EDRS.)

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1971

A. Grades K-12

GUIDELINES FOR COMMUNICATION ARTS K-12. Board of Catholic Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103. 1971. 249 pages. $9.50 (Make checks out to Board of Catholic Education.)

This comprehensive set of guidelines is intended to help individual schools develop curriculum and materials as well as to guide individual teachers. It includes sections on scope and sequence (including specific objectives for listening, viewing, reading, speaking and writing), general program recommendations, rationale for the guidelines, and a complete system-wide reading program. The organization of the guidelines is especially good. Guides from this school system previously recommended are Up the Down Spiral with English and The Circle in the Spiral, also annotated in this recommended list.

B. Elementary: Grades K-6

CHILDREN'S LANGUAGE (Grades K-3). State Department of Education, South Carolina. 1970. $5.00. (Send check made out to South Carolina State Department of Education.) Address orders to Tom Parks, English Consultant, State Department of Education, 1429 Senate, Columbia, South Carolina 29201.

Children's Language is a kit of materials for exploring dialect differences of South Carolina in the early elementary classroom. It includes an LP record, "The Dialects of South Carolina," an introductory booklet defining standard and nonstandard dialect and describing several case studies of dialects of disadvantaged black and white children, a list of available supplementary AV materials, a list of programs available from other sources, and some picture materials for helping the teacher to get children talking about common objects in order to focus on dialect differences. The kit would appear to be useful to teachers in other states, not only those in South Carolina.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS: KINDERGARTEN-GRADE 6. Darien Public Schools, Connecticut. 1971. 142 pages. $3.00 (Make check out to Darien Board of Education and send to John F. Sutton, Director of English, Public Schools, Darien, Connecticut 06820.)

This guide is an effort at a student-centered curriculum, influenced by James Moffet's A Student-Centered Language Arts Curriculum, Grades K-13. It emphasizes small-group activities and the learners' active output and receiving of language. Goals for developing attitudes, understanding, skills, and habits are suggested for each grade level, K-6, in the areas of listening and viewing, talking up, acting out, writing, reading, handwriting, spelling, and literature. Many useful activities are suggested in each of these areas. Although the guide states that pupil productions are the major materials used, suggestions for using The Roberts English Series, the required text for grades 3-6, are provided.

C. Secondary: Grades 6-12

CURRICULUM GUIDE: ENGLISH FOR GRADES VI-IX. Boston Public Schools, Massachusetts. 1970. 309 pages. $3.75. (checks payable to the City of Boston.) Order from Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108.

This guide contains a wealth of detailed objectives, activities, and resources for language, literature, and composition in the middle and junior high grades. The objectives for each grade level and subject area are comprehensive and detail hoped-for student achievement in terms referring generally to student behavioral goals. Rationales are presented to guide the teacher in language, literature, and composition.

FRAMEWORK FOR FREEDOM (Grades 7-12). Fairfax County Public Schools, Department of Instructional Services, Fairfax, Virginia. 1970. 108 pages. $5.00.(Make checks out to Fairfax County Public Schools.)

Framework for Freedom outlines possibilities for composition in grades 7-12 in a readable, provocative and systematic way. Its purpose is to assist "teachers and principals as they devise and revise their own [composition] sequences." Outstanding features of the guide are as follows: a sequence of behavioral objectives for grades 7-8, 9-10, 11-12, with suggested assignments for accomplishing objectives as well as identification of particular skills to be stressed; thematic literature-based units for the 7-12 program which specify unit theme, sources for the teacher, basic readings, alternate readings, and activities for small groups and individuals; a well-organized, crisply-written design (with photographs of students and teachers serving as a reminder of the "freedom" emphasis). The two-grade format serves to break down isolation and encourage cooperation between grades; The organization of the thematic-elective units is open-ended, with no large-group lessons outlined. Each two-grade

division has 8 thematic units, none of which rely on a single text but instead specify basic, alternate, and supplementary readings; titles include "What Price Prejudice?", "Tales Out of School," "The Human Chain," "Lights, Camera, Action," "Destiny and Decisions," "Power-Play," etc. The framework is stimulating and fun-to-read--important qualities if a guide is to be used. It should serve as a reminder to all of us that we can turn out documents that are both attractive and educationally substantial when we get our heads together and get some administrative support.

THROUGH LANGUAGE COMMUNICATION TOWARD WORLD ORDER. A Language Curriculum for Low-Achievers, Grades 7-9. Springfield Public Schools, Springfield, Massachusetts. 1970. Approximately 150 pages. $3.95 (checks payable to Springfield Public Schools). Send orders to Henry A. Black, Language Arts Supervisor, Springfield Public Schools, 195 State Street, Springfield, Massachusetts 09103.

This guide is about language and culture. It is basically divided into seven concept areas--"The World of Language, The Language of Man, The Gift of Language, What is Language?, The Story of Our Language, Voices of Man, and Language--The Mirror of Man's Growth. Each section includes specific objectives, skills, and activities, emphasizing the importance of speech and how people are judged by their speech. Many pictorial illustrations and charts are presented for the teacher and student.

A NEW APPROACH TO THE TEACHING OF ENGLISH LANGUAGE ARTS, and A MATERIALS SUPPLEMENT (Grades 7-12). Two volumes: A NEW APPROACH, 1968, 133 pages, $2.00; SUPPLEMENT, 1969, 60 pages, $2.00. Department of Public Instruction, 400 W. Hill Avenue, Knoxville, Tennessee 37902.

A New Approach is divided into two sections, one for basic skill sequences and literary selections for grades 7-10, and one containing elective course outlines for grades 11-12. Most material in the guide is in outline form. The Materials Supplement suggests supplementary materials, especially for "slow readers" and "basic" students.

TEACHING THE SLOW LEARNER IN THE JUNIOR HIGH SCHOOL: A HANDBOOK FOR ENGLISH TEACHERS. Greenwich Public Schools, Connecticut. 1967. 30 pages. $1.90. Order from Kenneth C. Coulter, Deputy Superintendent, P.O. Box 292, Greenwich, Connecticut 06830.

The brief pamphlet makes suggestions to the teacher concerning students and their goals, materials and methods for the classroom.

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1970

A. Elementary: Grades K-8

. . .AND ALL THIS IS READING. Montgomery County Public Schools Rockville, Maryland. 1967. 191 pages. $5.00 (limited supply). Send check payable to Montgomery County Public Schools with orders to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

This guide represents minicase studies of actual experiences of children in the primary grades. The purpose of this is to illustrate the uniqueness of each child and that certain behaviors are justified. The anecdotes are presented in an effort to sensitize teachers to the individuality of their students. The organization of the guide permits marginal notes. Each unit is followed by "Things to Think About," which has thought provoking questions that would lead into discussion of the children's problems. The guide would be an excellent resource for an inservice training program. Included in the appendix are reading skill checklists and suggested activities to develop these skills.

AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL ENGLISH PROGRAM. Superintendent of Schools, 50 Simsbury Road, Avon, Connecticut 06601. 1970. 128 pages. $5.00.

In 1968 Avon public school district nongraded their school and developed a language arts curriculum guide. This guide is an extension of that guide in one area--reading. The basic skills of reading are listed and divided into twenty-three levels. Skills and knowledge to be gained are stated in behavioral terms. This guide is helpful only for identifying skills and sequence. No suggestions for teaching methods or specific activities to promote learning of skills are provided. The guide is essentially a chart of skills and sequence. A student may pass from one level to another only after evaluation by his teacher with the tool provided in the guide.

HANDBOOK FOR LANGUAGE ARTS GRADES THREE AND FOUR. Dr. David A. Abramson, Bureau of Curriculum Development, Board of Education of the City of New York, 131 Livingston Street, Brooklyn, New York 11201. 1970. 392 pages. (Send checks payable to Auditor, Board of Education.)

The language arts program described in this guide is for grades three and four. The program adheres to three major concepts: language as a communication skill, language as the basis of learning, and the nature of language. The influence of linguistics is evidenced by the suggested teaching activities and selected materials. The literary appreciation section is designed to help children gain insight into and sensitivity to contemporary social life. An interesting

feature of the guide is the identification of instructional objectives for teachers and students for each lesson. Supplemental to the guide is a publication entitled Sequential Levels of Reading Skills (Pre-kindergarten-Grade 12, $2.00). The booklet exemplifies a well-planned, sequential development of the introduction, reinforcement, and extension of the basic reading skills at each grade level. The reading skills inherent to specific subject matter are given and coupled with procedures for developing critical reading.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Write Mrs. H.D. Wolff, Director, Model Development Reading School, 502 South Street, Greensboro, North Carolina. 196 pages. Free.

This guides was developed as a part of a model school program in Greensboro, North Carolina. The guide is a culmination of three years of total staff involvement in developing a model language arts adventure. The guide describes the modes of operation which were effective for the model school. The ideas and practices recorded in "Language Arts in the Elementary School" are those of teachers who have been able to make classrooms exciting and stimulating places where children's language arts skills are sown, nourished, and grown. A very clear statement of philosophy and objectives along with very helpful suggestions for implementation make this guide useful for teachers, supervisors, and curriculum coordinators.

READING AND THE KINDERGARTEN CHILD. Clark County School District, 2832 E. Flamingo Rd., Las Vegas, Nevada 89109. 1970. $4.00.

Research evidence has indicated that many children are ready to begin reading at the kindergarten level. Two questions that arise are (1) what age should the child be and (2) what content should be considered for the program? This guide attempts to answer these questions. Emphasized in the guide is that reading is a developmental process. A rationale is presented for a beginning reading program that involves learning activities to enable the child to develop his physical, emotional, social, and intellectual processes. The program is presented in a three-stage plan with appropriate skills being introduced and reinforced at each stage of development. A multi-sensory approach is encouraged and suggestions are given for selecting materials for this type of program.

B. Secondary: Grades 7-12

AFRO-AMERICAN LITERATURE: AN ADDENDUM TO THE COURSE OF STUDY IN LITERATURE, Grades 7-12 (69 pp., 1969); COURSE OF STUDY IN LITERATURE: Grades 7-12 (177 pp., 1967); DRAMA COURSE OF STUDY (46 pp., 1968); PROBLEMS IN RHETORIC: THE LANGUAGE COMPONENT FOR ELEVENTH-GRADE ENGLISH (53 pp.,

1968); PROBLEMS IN SEMANTICS: THE LANGUAGE COMPONENT FOR TWELFTH-GRADE ENGLISH (70 pp., 1968). Pittsburgh, Pennsylvania. Single copies available at $5.00 each to university libraries and school districts only. Send checks to the Pittsburgh Board of Public Education with orders to Division of Curriculum, Pittsburgh Public Schools, 341 South Bellefield Avenue, Pittsburgh, Pennsylvania 15213.

Each of these guides is practical in nature, containing teaching units and lesson plans which in most cases include objectives, suggested classroom activities, readings, and helpful background information for the teacher. The materials are generally organized by grade levels and are up-to-date in content and methodology. Few suggestions are given for slow or gifted students, although the content and reading lists are appealing and varied. Evaluation is apparently left to the judgment of individual teachers, since none of the guides include suggestions in this area.

THE CIRCLE IN THE SPIRAL: UP THE DOWN SPIRAL WITH ENGLISH VOLUME II (Grades 7-12). Project Insight, Board of Catholic Education, Diocese of Cleveland, 5103 Superior Road, Cleveland, Ohio 44103. 1969. 227 pages. $3.00. Submit check made out to Board of Catholic Education, Diocese of Cleveland, with orders.

This is a complementary volume to the 1968 edition of Up the Down Spiral with English (annotated on page 12). The imagination and creativity that permeated volume I is reflected in volume II. Total involvement of the student in the learning experience is the major premise of this publication. The Circle in the Spiral contains a very perceptive and graphic exploration and expension of the key concepts and philosophy expressed in volume I, as well as fourteen detailed lesson plans and units which have been successfully used by teachers; these cover grades seven through twelve and include "A Program for the Culturally Different," "Community of Language," "Drama: To Be Today," and "Broadening Experience" (for noncollege-bound students). Project Insight, from which these two guides come, is a good example of continuing curriculum development and revision for improving teaching and learning.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH GRADE 11. Baltimore County, Towson, Maryland. 1970. 240 pages. $7.00. Send check payable to Board of Education of Baltimore County and submit with order to Board of Education of Baltimore County, Department of Curriculum and Instruction, Baltimore, Maryland 21304.

This guide has a wealth of exciting, imaginative activities for teaching American literature units incorporating traditional and modern literature and other media. The language activities include the full range of semantics, lexicography, and dialects with the use of contemporary and historical materials for the understanding of American English. The composition activities

are relevant, highly motivating, and well integrated into the literature and language activities. The first unit, "America Now," examines contemporary American culture through the literature and media; the other units examine the American dreams of the first pioneer frontier, the Civil War, the Western frontier, rural and industrial life, and the twentieth century. The theme of the American dream is consistently planned and supported by well-chosen materials and activities. Individual units, especially those on contemporary American values in the media and literature and on the American West, could be used. Individual teachers of American literature and entire American literature programs will be enriched by the examination and adoption of activities from this excellent resource.

C. Grades K-12

*ENGLISH FOR AN ELECTRONIC AGE: A MEDIA ECOLOGY APPROACH K-12. Cherry Creek Schools, 4700 South Yosemite, Englewood, Colorado 80110. 1969. 154 pages. $3.00. Submit checks payable to Cherry Creek School District #5 with orders. (See February 1971 issue of Research in Education for ERIC abstract; ED 043 631; EDRS Price: MF--$0.65, HC--$6.58, 155 pp.)

English for an Electronic Age is one of the best examples of curriculum development and guide writing evaluated by the NCTE Committee on Curriculum Bulletins in recent years; it satisfies most of the criteria established by the Committee, including the area of evaluation, in which, contrary to most guides and programs, it fully explains and justifies a program of evaluation designed to improve learning, increase student initiative, and reward accomplishment rather than punish error and lack of ability. The program aims at student involvement in planning, implementing, and evaluating. The content of the guide is mostly model lesson plans which deal with study and exploration of the English language--its history, nature, and uses in various media and environments. Included with the lesson plans is commentary on what students learned and contributed during previous experimentation with the units as suggested in an interim guide, used through spring 1969--Media Ecology. The model lesson plans show what students can initiate and accomplish when the teacher uses a student-centered, inductive approach. As a whole, the guide's weak point is a relative lack of suggestions for the lower elementary level; the lessons are not arbitrarily assigned to grade levels or ages, however, and many can be adapted for students within a wide range of ages and abilities. Throughout, the emphasis is on the student's growing perceptions of himself and the world, and his increasing sensitivity to language and its uses.

*See Appendix II

ENGLISH LANGUAGE ARTS FRAMEWORK (Kindergarten-Grade 12). Office of the Superintendent of Public Instruction, Utah State Board of Education, Salt Lake City, Utah. $1.50.

The processes of language development and concept development in this guide are arranged in a continuous sequence rather than a lock-step grade approach. Suggestions are given to help teachers to discover ways of developing the twenty-one strategies of Frank E. Williams ("Teach for Creative Thinking"). Sensitivity to the individual uniqueness of the learner is stressed as a basic ingredient in developing the language arts curriculum. The primary purpose of the guide is to implement a curriculum that will produce critical thinkers, responsive doers, and humane individuals.

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1969

*CHALLENGES TO MEET: GUIDELINES FOR BUILDING ENGLISH LANGUAGE ARTS CURRICULUMS, K-12. Bureau of Elementary and Secondary Education, State Department of Education, Hartford, Connecticut 06115. 1970. 132 pages. Single copies free; request by sending letter on official school stationery. (ERIC abstract in Research in Education, August 1970; ED 038 892, EDRS price: MF--$0.65, HC--$6.58, 110 pp.)

The purpose of this publication is to guide the creation of curriculum guides in local schools. Suggestions are given for planning, organizing, writing, and implementing a new guide. Many questions, rather than dictums, are listed to stimulate curriculum committees. Although the guidelines are comprehensive and offer a variety of alternatives to schools, the document is basically middle-of-the-road (which perhaps it should be) rather than innovative, considering some of the exciting programs being tried here and there around the country. On the whole, these guidelines would be most useful for teachers who have never written a guide before or who need guidance in planning a total K-12 program. Among several useful appendices is a teaching unit for high school classes on the Negro, Let My People Go.

A DESIGN FOR AN ENGLISH CURRICULUM (Pre-K-12). Division of Curriculum Development, Office of Instructional Services, Department of Education, State of Georgia, Atlanta, Georgia 30334. 1968. 262 pages. $2.25. (ERIC abstract in Research in Education, August 1970, ED 038 393; document not available from EDRS.)

This comprehensive guide is excellent in many respects. It is basically designed to aid teachers in developing their own guides and classroom practices. The introductory pages give a thorough overview of the scope of the grade, including a helpful one-page chart of the overall design. For language, literature and composition at each grade level, the guide presents content goals first in an Underlying Principle and a Derived Generalization, then breaks goals down in three ways: (1) Selected Understanding; (2) Selected Knowledge to Be Developed; (3) Specific Learnings (stated in behavioral terms). Suggested goals for each grade level are well chosen, concisely written, and general enough to allow teachers much freedom. They reflect knowledge of recent professional research and publishing. The guide is well organized and sequenced. A rather limited list of "basal literary works" is presented on four pages; no specific works are listed for grades eleven and twelve.

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*Guides Prefixed by asterisks are available from the ERIC Document Reproduction Service (EDRS) on microfiche (MF) at $0.65 per title or hard copy (HC) at $3.29 for every 100 pages of text in the original document. See Appendix II for EDRS ordering information. These asterisked guides, as well as others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education, a monthly publication of the U.S. Office of Education.

THE POWER OF COMPOSITION: THINKING, DISCUSSING, WRITING (Grades 7-12). Santa Clara and San Mateo Counties, California. Send orders to Duplicating Services, Office of Education, 45 Santa Teresa Street, San Jose, California 95110. 1969. 161 pages. $3.00 (plus 5% sales tax for California residents). Make check out to Santa Clara County Superintendent of Schools and submit with order.

> This is probably one of the most useful guides on this list. Like The Power of Oral Language recommended in 1967), it provides three most helpful and necessary items: (1) a clear statement of goals, (2) several pages of conclusions and implications of research, and (3) a number of specific sample lesson plans which any teacher could use. An excellent section on evaluation is included, as well as several useful appendices. The guide would be helpful to any curriculum committee.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH: GRADE SEVEN, GRADE EIGHT, GRADE NINE (three volumes). Baltimore County Schools, Maryland 21204. 1970. Approximately 150 pages each. $8.00 each. Make checks out to Board of Education of Baltimore County and submit with order to Board of Education of Baltimore County, Department of Curriculum and Instruction, Baltimore, Maryland 21204.

> These guides provide a sequential series of imaginative and unusual units in many areas of literature, language, and composition. Each unit presents Scope of the Unit (including Introduction to the Teacher), Major Objectives, Content Outline, Suggested Activities (including many specific questions to guide teaching and learning), and Bibliography of materials and references. The variety of units and their completeness would seem to render them easily adaptable to programs in other schools. Several useful appendices are included in each volume.

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1968

A. Elementary: Grades K-8

HANDBOOK FOR LANGUAGE ARTS: PRE-KINDERGARTEN-GRADES ONE AND TWO. Curriculum Bulletin, 1965-66 Series, No. 8. Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1966. 416 pages. $5.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). (ERIC abstract in Research in Education, January 1969, see ED 021 859; document not available from EDRS.)

> The program in this handbook is based on current concepts about the use and nature of language. All aspects of the language arts for all students are covered, with expected outcomes for listening, observing, literary appreciation, speaking, reading, and writing listed in the three broad categories of (1) Using Language to Acquire Knowledge, (2) Using Language to Organize and Express Ideas, and (3) Learning the Nature of Language. For each of the specific language art areas of activity, corresponding columns of action and performance are given in behavioral terms for the teacher and the children. Many brief lesson descriptions and specific activities are provided. Uniquely helpful sections of the handbook include Interpreting Stories through Picture-Reading, Teaching English as a Second Language, including sample oral pattern practice drills, and Comparative Analyses of English and Spanish, English and Italian, German, and Polish.

B. Secondary: Grades 7-12

COMPOSITION: GROWTH TOWARD REALITY (Grades 7-12). Arlington County Public Schools, 1426 N. Quincy St., Arlington, Virginia. 1966. 303 pages. $5.00. (ERIC abstract in Research in Education, January 1969, see ED 021 853; document not available from EDRS.)

> This guide contains a set of basic assumptions, introductions to expository and creative writing, and a cumulative writing program for grades seven through twelve. Much emphasis is placed on inductively helping students learn to "lay open" topics for writing through discussion. The lesson plans are clear, concise, and well organized. Five good articles on language and writing are appended to the guide. One outstanding feature of the guide is its attention to the crucial period of preparation before writing. The program outlined in this guide requires students to write a short narrative every day. The guide also includes a literary analysis chart and exercises in literary analysis for each grade level.

STRUCTURED COMPOSITION PROGRAM: PARTS I and II Bulletin 154 (Grades 7-9 and 10-12). Montgomery County Public Schools, Maryland. 1967. Approximately 500 pages. $5.00. Make checks out to Montgomery County Public Schools and submit with order to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

This comprehensive and detailed guide presents a sequential program for all students in grades seven through twelve. The emphasis is on the discipline of expository writing. Ten specific writing assignments are presented for each grade level, and short professional models are provided to illustrate most assignments. Goals in both oral and written composition are stated in behavioral terms for the junior high and senior levels. Concepts and generalizations to help teachers unify the teaching of composition with other areas of content--semantics, diction, observations, listening and reading, thinking, and speaking--are provided. A section suggesting ways to help slow learners is included. A Guide for Writing in the Elementary School, Bulletin No. 180, is also available for $5.00.

UP THE DOWN SPIRAL WITH ENGLISH (Grades 7-12). Board of Catholic Education, Diocese of Cleveland, Superior Road, Cleveland, Ohio. 1968. 104 pages. Not available from original source. (ERIC abstract in January 1971 Research in Education; ED 042 788, EDRS price: MF--$0.65, HC--$6.58. 104 pp.)

This imaginative guide focuses broadly on human growth and integrates the experience in the English program into processes of engagement, perception, interpretation, evaluation, and personal integration. To emphasize the continuous process of growth, experiences and concepts are presented sequentially in levels of growth rather than as strict grade requirements. One of the unique features of this guide is a section on evaluation which includes information on evaluating teaching and helping students to evaluate themselves. Another feature is the attempt to correlate English experiences with appropriate levels of adolescent psychological and learning development.

C. Grades K-12

LITERATURE PROGRAM K-12 (Bulletin No. 185, in three volumes: Part I, K-6; Part II, 7-9; Part, III 10-12). Montgomery County Public Schools, Maryland. Part I, 1965; Parts II and III, 1966. Approximately 250 pages each. $10.00 per volume. Make checks out to Montgomery County Public Schools and submit with order to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

Part I introduces the literature program for kindergarten through twelfth grade, organized into a thematic structure including the following: Man and Self, Man and Society, Man and Nature, and Man and the Cosmos. Literary excerpts are presented to exemplify these themes. Illustrative units are provided for specific literary works for each grade level. In Parts II and III the four major themes are integrated with study of the structure of the various genres. Sequential charts, reading lists, sample units, and lesson plans abound. Descriptively stated concepts and generalizations are provided for the nature, function, and structure of literature. Goals for the student are stated in behavioral terms. Goals in language arts areas related to literature--listening and reading, thinking, speaking, and writing--are included to help teachers unify the content of English. Substantial appendices present such supplementary material as audiovisual aids and professional references. A twelfth grade unit on Black Poetry is available separately for $1.00.

CRITERIA FOR PLANNING AND EVALUATION

Introduction:

These evaluation criteria were established with several objectives in mind. First, with these criteria each member of the NCTE Committee on Curriculum Bulletins has a tool which he can use to evaluate the curriculum guides. In line with this first objective the Subcommittee* that developed the criteria felt that each guide should be evaluated as a unique one and not directly compared to other guides throughout the United States. Second, the Committee wanted to give school curriculum committees an instrument for planning curriculum or revising their curriculum guides. Because of this aim the Subcommittee felt that the guidelines should reflect to a greater degree certain positions it holds, for example, on the dangers of behavioral objectives.

The biases of the Subcommittee are intentionally reflected in the criteria because the members wanted to express opinions related to the development of new guides as well as revision of old ones. It wanted to give school system curriculum committees criteria representing the most forward-looking ideas currently being expressed in the field of language arts. The Subcommittee feels these ideas and attitudes should be reflected in guides and in curricula to benefit teachers and students. The annotations following each criterion represent the thinking of the Subcommittee.

Third, the evaluation instrument was designed to apply to many different content emphases within the field of the English language studies along with variations in organization and methodology. Comments on the criteria and accompanying tape indicate how well, in the eyes of a reviewer, the guide might serve teachers who are teaching whatever content is included in the guide. The Committee recognizes, however, that the choice of content, organization, or methodology is the decision to be made by curriculum planners. In many cases it is difficult to determine from the guide the exact nature of content, process, organization or methodology. The reviewers attempt to infer from the guide as much about the curriculum as they can.

Because the criteria list is so extensive and detailed, the reviewers sometimes do not comment on each statement, for several reasons. Omitted areas may in fact have been covered in other guides not submitted to the Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

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*Sr. Rosemary Winkeljohann, Chairman of the Committee
William Strong, Associate Chairman of the Committee
Allan Dittmer, member of the Committee
William Scannell, NCTE Liaison Officer to the Committee
David Kives, former NCTE Director of Special Projects
Richard A. Adler, former NCTE Staff member

CRITERIA FOR PLANNING AND EVALUATION
(annotations in parentheses)

PHILOSOPHY: What We Subscribe To

This guide:

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   (Philosophy is what we believe, and it's a good thing to get that out in the open.)

2. has content that follows logically and consistently from its statement of philosophy.

   (If a philosophy doesn't guide decision-making, it's largely useless.)

3. promotes a natural, organic integration of language arts experiences.

   (Things ought to go together. They really should. Kids are already together.)

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   (Language is primarily a living process, not an artifact.)

5. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   (Who's it for anyway? Complete involvement in the process is ideal.)

6. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   (The best chance for stimulating learning is to help kids go from where they are.)

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   (There's always a war going on somewhere. Leave it to the military. Nobody ever really wins a war, you know.)

---

*Subcommittee for 1971 Revision of the Criteria:

Sister Rosemary Winkeljohann, Chairman of the Committee
William Strong, Associate Chairman of the Committee
Allan Dittmer, member of the Committee
William J. Scannell, NCTE Liaison Officer to the Committee
David Kives, former NCTE Director of Special Projects
Richard Adler, former NCTE Staff member

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801

8. indicates that successful experiences in language development are essential for all students.

   (Success comes in all colors, shapes, and sizes. All kids need to succeed in school.)

POLICIES AND PROCEDURES: How We Operate

This plan:

1. helps free the teacher by explaining his responsibilities and by suggesting the possibilities open to him.

   (Teachers work best when they know what they can do and can't do. Administrators sometimes have expectations, and it's usually a good thing to know about them.)

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   (The nuts 'n bolts ought to be specified, not just guessed at. Things usually don't get done right when they're left to chance.)

3. supports the view that curriculum building is an ongoing process.

   (Curriculum, like kids, keeps changing--or at least it should. There ought to be a plan and somebody to make sure it happens. Teachers need to spark things.)

4. reflects the interaction and cooperation of members of the total educational community.

   (Everybody should have a say and they ought to be listened to. It helps pass school bond elections.)

5. encourages continual inservice training and professional improvement for all teachers.

   (Old dogs have to learn new tricks. Or else.)

OBJECTIVES: What We Hope Will Happen

This guide:

1. has objectives that follow directly from the philosophy.

   (The cart should follow the horse; the horse ought to go somewhere on purpose.)

2. sets clear objectives for all the major components of the English curriculum.

   (Say what you want to happen so that it makes sense to you and anybody who reads it.)

3. states objectives in a manner which facilitates recognition and description of progress.

   (A behavioral objective can be a useful thing if it helps you to focus on what kids will do. The skill areas can usually be behaviorized, but it gets though in aesthetics.)

4. distinguishes teacher objectives from student objectives.

   (What teachers do should be differentiated from what students do. Teachers are helpers.)

5. has objectives which allow students to choose alternative modes of learning.

   (It's the things that happen on the way that count. Kids ought to have some say on the way. There are many roads.)

6. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   (Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptively, and some processes are not easily broken into steps or levels of achievement.)

7. recognizes that cognitive and affective behavior are inseparable in actual experience.

   (The human brain cuts things up into little boxes and categories. Experience, though, is flow. Thoughts and feelings are one.)

8. contains objectives for improving language performance as well as perceiving more clearly what others do with language.

   (Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.)

ORGANIZATION: How We Channel the Flow of Energy

This plan:

1. makes clear how particular lessons and/or procedures are related to the total English program.

   (Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.)

2. indicates a tentative sequence of basic language skills.

   (Knowing the alphabet helps learning to spell or use the dictionary. A suggested logical order is helpful even if it can't always be followed by particular children.)

3. organizes major concepts in language arts to provide main directions for planning.

   (Themes are a pretty good way to organize a curriculum but not the only way. You might try to think of concepts as places on a map.)

4. regards basic texts and/or anthologies, if used, as resources rather than courses of study.

   (Textbooks don't equal the curriculum--at least not in the best programs. Teachers and kids and parents are the real resources.)

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   (Some people act as if classrooms are conveyor belts in the factory of learning: the same thing happens over and over. Ideally, a classroom is a psychedelic place.)

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   (Dependency is learned; but so is independence. Let that which is natural blossom in its own way.)

7. reflects the principle that the students themselves should often generate learning activities.

   (Kids are natural learners who sometimes learn to be uncurious and unquestioning. They dig learning when we let them.)

PROCESS AS CONTENT: The Ways That Students Experience

This guide:

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   (No method is sacred; each is useful for a different purpose. In most schools, however, more emphasis needs to be placed on inquiry.)

2. arranges its inquiry questions in a simple to complex order so that students gain confidence in their problem-solving abilities.

   (An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.)

3. contains activities that have a "problems" or "questions" focus.

   (Documents from the past or problems from the present or future should often be used to promote training in inquiry.)

4. indicates methods to promote cooperative interaction among students.

   (Classroom experiences should provide guided practice in group dynamics.)

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   (Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.)

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   (Inquiry processes--learning how to learn--are probably the most important activities that students and their teachers can engage in.)

LANGUAGE

This guide:

1. suggests that the content of language study often comes from real life.

   (Language is not learned efficiently by treating it only as a corpus juris.)

2. provides for study of conventional areas of linguistics.

   (Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language arenas.

   (The "languages" of advertising, politics, religion, and many other human activities are worth studying as systems. Teachers need to ask the right questions about the systems rather than to provide the right answers.)

4. provides for frequent imaginative use of language in student-created and moderated groups.

   (Improvised drama, role-playing, task groups, and good old-fashioned brainstorming are ways that kids can explore language. Imagine what it would be like if. Then talk it out.)

5. suggests activities that help students learn the difference between grammar and usage.

   (Grammar is the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.)

6. reflects knowledge of new grammars.

   (Some of the new grammars work better than the old one because they explain more in a simpler way. Eclecticism is the thing for most teachers but probably no more than ten percent of the total instructional time should be in grammar of any kind.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   (The analytic processes involved in grammar are different from synthetic processes of composing. Think about it.)

COMPOSITION: How We Shape Language and Ourselves

This guide:

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   (Composing requires an orchestration of experience. There are different ways to say things and all are worthy of investigation.)

2. emphasizes the significance of composing as a means of self-discovery.

   (E.M. Forster said: "How can I know what I think 'til I hear what I say?" It's a good question.)

3. recognizes the importance of the composing processes as ways of giving order to human experience.

   (Composing is a way to make sense of what's happening in the world. Things are chaotic until we come to our senses.)

4. has activities designed to stimulate composing.

   (Precomposing activities, if on topics important to kids, can help stimulate more worthwhile writing.)

5. recommends that composing practice often occurs in small groups.

   (Kids can help each other shape their thinking as they shape up their subject. Two or more heads are usually better than one for clarifying, organizing, and decision-making.)

6. illustrates that composing is always creative.

   (You can't teach the process by teaching the "characteristics" of the product--unity, coherence, and balance. Composing is something that you play around with to make meaning happen.)

7. suggests that composing stem from meaningful precomposing experiences.

   (The better the input the better the output. Creation requires stimulation.)

8. recommends that composition occur for different purposes and usually for audiences other than the teacher.

   (Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing who you're talking to and why.)

9. recommends that composing be approached diagnostically in laboratory situations.

   (Kids have different needs when it comes to skills. A teacher can help a lot if he's around when the problems come up.)

MEDIA AS PROCESS AND CONTENT: The Media Message

This guide:

1. promotes audio-visual as well as verbal literacy.

   (Students need to consciously explore the relationships among visual, verbal, and kinesthetic communication. The ears don't see everything; kids are more than a big ear.)

2. acquaints teachers with the characteristics and potential use of various media.

   (The electronic age is with us. Are teachers with it?)

3. suggests ways of involving students in using media.

   (A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.)

4. suggests specific media supplements and extensions for conventional activities.

   (The media are like extension cords. They plug into a wider world.)

5. lists media resources available to teachers and specifies procurement procedures.

   (What's available and how do you get it? Media doesn't get used unless it's accessible.)

READING AND LITERATURE: The Worlds Students Experience

This guide:

1. provides ways for the teacher to determine readiness.

   (Like Shakespeare said: "The readiness is all." In teaching, you need to stop, look, and listen.)

2. suggests procedures to help teachers develop student reading skills.

   (The "Right to Read" means more than having a few books around. Most teachers need help in helping kids develop basic literacy.)

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

(A person really never stops learning how to read. Critical reading skills are critical to living, and we need to work with them. There are always new skills to learn.)

4. relates the skills of reading to a total language program.

   (Reading, writing, listening, and speaking is more like a web than like four peas in a pod. You touch one strand of language experience and the whole thing vibrates and responds.)

5. makes provisions for a comprehensive literature program.

   (Readers of all ages respond to beautiful language. Kids need appetizers. Let's not hide good books.)

6. recognizes that it is more important to "engage in" literature than to talk about it.

   (Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.)

7. recommends that teachers allow and encourage students to select and read all types of writing, especially contemporary.

   (When you take the lid off the reading list, you let kids explore all the world through its written talk. Leap out! You might like what you find.)

8. help teachers to identify, accept, and explore all varieties of affective and cognitive response.

   (What kids say about literature is important. That's where the meaning is. We have to get sensitive to what a response reveals so that we can extend and deepen it.)

9. suggests acting and role playing to explore literature interpretation.

   (Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it because you're into it. Then you look around and see what's there.)

10. lists helpful resource material.

    (We need to share ideas and pool resources. The best teachers never stop learning about what's available.)

EVALUATION: Discovering and Describing Where We Are

This guide:

1. has a coherent and useful rationale for evaluation.

(The rationale should be related to philosophy and objectives and reporting policy should be explicit.)

2. stipulates that reporting procedures describe progress, including growth beyond the scope of stated objectives.

   (Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides.")

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   (Marks and scores are not ends; the end of evaluation should be feedback useful for furthering achievement.)

4. suggests methods of evaluation to help the indivdual build a positive self-image.

   (Teachers should reinforce and respect any progress a student makes rather than punish or badger the student for any apparent lack of progress.)

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   (In view of the differences in individuals and the continual change and growth each undergoes, teachers can use much help in performing valid diagnosis.)

6. suggests that most evaluation be tailored to the student's ability, age, and personality.

   (Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at the least acknowledged, then evaluation should be individualized.)

7. recognizes that the student must be involved in all evaluation.

   (Self evaluation is crucial to learning. Students should understand and use explicit criteria for evaluation. Teacher or peer feedback should be as immediate as possible.)

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   (The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.)

DESIGN: Form, Function, and Flavor

This guide:

1. is easy to read; the language is clear and effective.

   (Guide writers should set a good example of communicating; our medium has a message.)

2. exhibits an appealing form and style.

   (An attractive and creative guide will stimulate use.)

3. has a format which makes revision convenient.

   (A looseleaf format makes a guide more amenable to change. Now and then you can throw out the junk and add good stuff.)

4. states its relationship to any other curriculum guides published by the school system.

   (Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit. This helps outsiders too.)

5. suggests as resources a large variety of specific background materials and school services.

   (A guide, to be useful, has got to have useable things in it.)

6. identifies people and procedures which will promote interdisciplinary activities.

   (We build walls among ourselves with labels like English, social studies, and science; walls need to be lowered and gates opened.)

Appendix I

MEMBERS OF THE 1971 NCTE COMMITTEE ON CURRICULUM BULLETINS

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Appendix II

HOW TO ORDER ERIC DOCUMENTS

A guide prefixed with an asterisk is available from the ERIC Document Reproduction Service (EDRS).

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